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THE UNIVERSITY OF ALBERTA

EXPRESSED PREFERENCE OF POTENTIAL CLIENTS FOR COUNSELOR GENDER AND THEORETICAL ORIENTATION

by

© DONALD B. HEEMSBERGEN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION IN COUNSELING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1976

ABSTRACT

The purpose of this study was to discover whether potential clients have preferences regarding the theoretical approach used by the counselor, and whether such preferences varied with the type of presenting problem. An attempt was also made to discover whether potential clients have preferences regarding the sex of the counselor, and whether these preferences varied according to problem area presented.

A questionnaire was developed from existing instruments, and administered to 100 adult subjects between the ages of 18 and 55. A pilot study was also conducted in order to assess the suitability of the descriptions and questions in terms of wording and content.

The results indicated subjects did feel differently about each of the four counseling approaches (Trait-Factor, Client-Centered, Behavioral and Psychoanalytic). Specifically, the client-centered approach emerged as the preferred choice for the personal, male-female relationships, academic and moral-religious problem areas. For the future-vocational concern, the Trait-Factor emerged as the most preferred choice.

While subjects did differ according to age, sex did not appear to influence the preference for each of the four counseling orientations. The over 25 year old group expressed a stronger preference for the psychoanalytic approach than did the under 25 year old group.

With the exception of the male-female relationship problem area, the majority of the subjects did not express a preference for the sex of the counselor. However, for the male-female relationship problem, male and female subjects preferred women more than men counselors. In view of the fact that the majority of subjects did not indicate a preference for

the sex of the counselor for 5 of the 6 problem areas presented, it appears worthwhile to question the emphasis placed on the stimulus value of male and female counselors.

DEDICATION

to Ryk and Tine

my parents

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With a feeling of deep appreciation and satisfaction, I would like to thank those who helped make this thesis possible. Among them:

Dr. Peter Calder for his advice, encouragement, and capble direction.

Dr. Harvey Zingle for his valuable suggestions, patience, and encouragement.

Dr. David Wangler who made valuable suggestions, and helped to improve the writing.

Special thanks is due to my wife, Bartha, who not only gave her encouragement, but also read, listened and made valuable comments on many parts of this manuscript.

I would also like to express my appreciation to my sister Anne, for her help in typing and re-typing the instrument used in this thesis; to my sister-in-law Joanne, for her assistance in collating the results; to Dave Blackmore for his statistical consultation; to Sheri McLean for her patience and conscientiousness in typing this thesis.

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CHAPTER I

INTRODUCTION

Research in counseling has generally posed two questions: "Is counseling effective?", and secondly, "which variables relate to successful counseling outcomes?" Lazarus and Davidson (1974) noted that such questions are broad and meaningless. Recently they have been replaced by questions such as the following raised by Strupp and Bergin (1969).

> "What specific therapeutic interventions produce specific changes, in specific clients under specific conditions." p. 209

Furthermore, Kiesler (1971) states that current major counseling systems are all making the claim, to be the best way; but that none of them has emphasized individual differences in their theoretical propositions. Hunt (1954) also concluded that both counselor and client behavior are likely multi-dimensional.

> "...we should be even more concerned to learn as much as we can about what kind of psychotherapy works best for what type of client, with what type of problem."

This may lead one to assume that the various counseling approaches may have their respective successes and failures with different kinds of problems and personalities (i.e. client variables).

The Problem Under Investigation

It has been generally acknowledged that the most influential variable in the counseling process is the relationship established between the counselor and client. The relationship however, has been shown to be affected by a number of cognitive variables, such as client: attitudes, perceptions, expectations, beliefs and finally preferences, regarding counselors and counseling (Frank, 1968; Goldstein, 1962; Strupp and

Bergin, 1969; Devine and Fernald, 1973).

The client preference variable has received relatively little attention in the counseling literature. Rosen (1967) however, in his review of client preference literature suggests that:

> "potential and actual clients have implicit and explicit ideas concerning the characteristics they would like manifested in their counselors. These preferences might determine to a significant degree whether or not they seek counseling; the length of counseling; the various aspects of counselor interaction; their subsequent evaluation of the experience, and other measures of counseling effectiveness." p. 787

The issue of whether or not a client's preference has an effect on counseling outcome, has been raised by many, but specifically answered by one study. Devine and Fernald (1973) found that when a client engages in his preferred therapy, he has a greater probability of achieving a successful outcome, than if he were assigned to a non-preferred therapy. The authors went on to suggest that increasing public interest and knowledge, of different therapies, may eventually lead to the client exercising his prefered choice of therapy.

Riesman (1971) also supports the contention that client preferences are exceedingly important, and goes on to say:

> "...it is preferable to speak, not of a good therapist, but of an appropriate therapist, for a particular client." p.92

In view of the importance given to the consideration of individual difference variables in the identification of client-treatment compatibility, and the potential importance given to the client preference variable; this study examined the preferences of potential clients for four counseling approaches, and for the sex of the counselor.

Purpose of the Study

The purpose of this study was to discover whether potential clients do have preferences regarding the theoretical approach used by the counselor, and whether such preferences varied with the type of presenting client problem. The second area of concern was to discover whether potential clients have preferences regarding the sex of the counselor, and whether their preference varied with the type of presenting client problem.

In summary, the purpose of this study, was an attempt to answer the following questions:

1. a) Is there a difference between the subjects' preference for each of the four counseling orientations?
   b) Does their preference vary with each presenting problem?
2. a) Is there a difference between the younger and older subjects in terms of their preferred counseling orientation?
   b) Does their preference vary with each presenting problem?
3. a) Is there a difference between the male and female subjects in terms of their preferred counseling orientation?
   b) Does their preference vary with each presenting problem?
4. a) Is there a difference between the subjects' preference and non-preference for the sex of the counselor?
5. a) Is there a difference between the male and female subjects' preference for the sex of the counselor?
   b) Does this preference vary with each presenting problem?
6. a) Is there a difference between the younger and older subjects' preference for the sex of the counselor?
   b) Does this preference vary with each presenting problem?

Limitations of the Study

Only adult subjects between ages of 18-54, who resided in Edmonton, were used. The subjects were chosen from the following settings: education, medicine, accounting, and the retail book business. Therefore, inferences made from our particular sample can at best approximate the population most likely to seek counseling. Our study is therefore restricted to a hypothetical population.

The questionnaire used in this study included descriptions of four counseling orientations. They include behavioral, client-centered, psychoanalytic, and trait-factor. These are not the only approaches used by counselors, and furthermore, may not represent the most commonly used counseling approaches. Moreover, this study focused on the subjects' perception of written descriptions of counseling approaches rather than actual in vivo counselor behavior.

Definitions

For this study the following definitions will be used:

Preference: refers to whether or not a subject endorsed: a) the type of counseling orientation, as described by the author, and b) the sex of the counselor, on the instrument used in this study. Preference furthermore, indicates the degree to which the subject endorsed the above.

Theoretical Counseling Approaches: refers to the information presented to the subjects in written statements of approximately 300 words each describing the following approaches: behavioral, trait-factor, client-centered and psychoanalytic counseling.

Younger Subjects: refers to those adult subjects who had a chronological age of between 18 to 25 years as of January 1, 1976.

Older Subjects: refers to those adult subjects who had a chronological age of between 26 and 54 years as of January 1, 1976.

Presenting Problems or Concerns: refers to the 7 problem areas described by the Mooney Problem Checklist Inventory. They are as follows: future-vocational, personal, male-female relationship, academic, social-relationship, and moral-religious. The health and physical concerns were deleted, as it was thought to belong more to the domain of medicine than counseling.

Potential Clients: refers to the adult subjects in this study, who are not in actuality engaged in counseling at the present time, but who may in the future.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The relationship between a client and counselor is considered to be of prime importance to the process and outcome of counseling (Carkhuff, 1971), regardless of the theoretical orientation used by the counselor.

It appears justifiable to proceed beyond whether the relationship is influential, to what factors can influence the interaction. Several explanations have been offered regarding these factors. A number of investigations have reported that variables such as interpersonal attraction, client attitudes, perceptions, expectations, preferences and beliefs regarding counselors are often significantly associated with the process and outcome of counseling (Goldenberg, 1973; Fancher and Gutkin, 1971; Frank, 1966; Devine and Fernald, 1973; Ziemelis, 1974; Strupp and Bergin, 1969).

One variable that has received increasing attention is client preferences. Rosen (1967) in his review of the literature, concluded that potential and actual clients have implicit and explicit preferences for counselors. The author went on to suggest that these preferences might influence whether the client seeks help, the length of time of the counseling process, certain aspects of the counselor interaction, and the subsequent evaluation of the counseling by the client and counselor.

While a number of studies pertaining to client preferences have appeared in counseling literature, it is only recently that investigators have focused on whether meeting client preferences has significant effects on counseling process and outcome.

Devine and Fernald (1973) conducted an experimental study in which

the outcome effects of receiving a preferred, randomly assigned, or non-preferred therapy were examined. Their investigation indicated that when a client engaged in his preferred therapy, he had a greater probability of achieving a successful outcome, than if he were assigned to a non-preferred therapy.

Ziemelis (1974) recently provided additional empirical support to the importance of client preferences in counseling. He found that matching clients with counselors they preferred more, or preferred less, produced a slight, but consistent effect on both the clients and counselors evaluation of the counseling process and outcome.

In view of the importance given to potential and acutal client preferences, the following areas of the literature will be reviewed: client preference for the counselor's theoretical orientation and technique, and counselor's characteristics.

Preference for Theoretical Orientation and Technique

Devine and Fernald (1973) in an investigation of client preferences, suggest that increased public awareness of counseling treatments may eventually lead to a client selecting one orientation from several, after comparing them. Similarly, Wilner (1968) also suggests to the prospective client, that he exercise his choice, and warns the client of the importance of this decision on the counseling experience.

There are relatively few studies in which client preference for theoretical counseling approaches, has been investigated. However, Fancher and Gutkin (1971) studied client attitudes toward psychoanalytic, client-centered, reciprocal inhibition, and implosive therapy. The first two therapies were categorized as "insight therapies", and the latter as "behavioral therapies". The authors found that their university student

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sample, more significantly preferred the insight therapies, with psychoanalytic and client-centered approaches receiving almost identical ratings.

Similarly, Holen and Kinsey (1975) examined the preferences of potential clients for three counseling approaches. The authors investigated their university students' responses to audio tapes of behavioral, client-centered and psychoanalytic approaches. The researchers found a significantly higher preference, and believed effectiveness, for the behavioral approach, than the other two approaches. It was suggested that the subjects, did in fact feel differently about the behaviors integral to each counseling approach. The authors' implication of their study was that:

> "further research may discover that preference for a counseling approach is a function of client problem."
> Holen and Kinsey (1975), p. 23.

It appears that both above mentioned experimental studies, have come to different conclusions, as to the preference for counseling approaches. The variance in their findings may be accounted for by the fact that the instruments used were different. While Fancher and Gutkin (1971) measured preference by means of a written description of each approach and by using a rank order scale, Holen and Kinsey (1975) used audio tapes and a semantic differential scale from one to seven. Both studies were also limited in that their samples were taken from university settings, while their conclusions appeared to suggest generalizability to the general public.

In another study Sonne and Goldman (1957) examined the relationship between the preference in a first interview, for client-centered and eclectic counseling approaches, and the authoritarian-equalitarian

dimensions of personality. Their findings demonstrated that high school students with more authoritarian attitudes appeared to have a greater preference for an eclectic counseling approach, than students who scored on a lower level of authoritarian attitudes. The authors also suggested that:

> "the evidence has been provided to support the general proposition that the client's personality is related to the effectiveness of the counseling approach used." Sonne and Goldman, 1957, p. 133.

In another study, Helner and Jessell (1974) analyzed the feelings of subjects toward interpretation, reflection, advice giving and probing. The authors found a significant number of subjects expressed negative feelings toward the use of interpretation in counseling. The examiners interpreted their findings to mean that perhaps the technique of interpretation should not be used in a counseling setting, because of its high association with negative feelings.

It appears difficult to draw firm conclusions in regard to the preferences for counseling approaches. Several methodological differences in the studies may account for the apparent variance in conclusions reached.

Preference for Counselor Characteristics

There is evidence to suggest that the degree to which a counselor is attracted to a counselor is related to the success of the counseling approach, (Gardner, 1964; Heller and Goldstein, 1961). Similarly, Mitchell and Frederickson (1975) suggest that:

> "a basic assumption is, that an understanding of the variables contributing to the initial attractiveness of a counselor to a client will increase the client's receptivity to the influencing attempts of the counselor

> toward behavioral change. Furthermore, it is possible that superficial counselor characteristics might tend to encourage clients to perceive some counselors as more empathic and understanding than others." p. 478

Several studies have demonstrated that the most important client preference variables are empathy, understanding, and the creation of a therapeutic climate (Carkhuff, 1971; Rogers, 1957; Traux and Carkhuff, 1967).

Other variables have also been demonstrated to play a role in client selection of a counselor. Several studies have investigated client preference for the counselors affective and physical characteristics. Grater (1964) found that clients who considered counselor affective characteristics (warm and accepting) more important than cognitive ones, (knowledgeable, efficient, logical) focused more on personal-social than educational-vocational problems in the first interview.

In regard to the physical characteristics (age and sex) of the counselor, several investigations have been conducted.

With respect to the preferred age of the counselor, Simon (1973) reported that 40 year old therapists were preferred to 25 year old therapists. Levy and Iscoe (1963), and Holman (1955), supported Simon's finding to a degree. These authors reported that clients prefer older therapists more than younger for both personal and vocational problems.

The preferred sex of the counselor has similarly been examined by several experimenters. Two studies indicate clients generally prefer male therapists to female therapists (Simon, 1973; Levy and Iscoe, 1963). Three other studies found that male clients tended to prefer male counselors, while female clients preferred female counselors (Fuller, 1964; Koile and Bird, 1956; Worby, 1955).

Unfortunately, it is difficult to draw any consistent conclusions regarding the above mentioned studies. It appears that the variance in findings may be due to the different methodologies, yielding different results. Boulware and Holmes (1970) point out that while Iscoe and Levy presented the therapists, Koile and Bird (1956) and Fuller (1964) relied on images of the therapists. Boulware and Holmes (1970) suggest that Levy and Iscoe study did not control the physical attractiveness of the therapist.

The present study controlled variables previously discovered to be confounding by showing subjects the categories of Male, Female and No Preference, rather than images.

CHAPTER III

Methodology

Construction of the Instrument

In order to attempt to develop an appropriate instrument which could be used to measure attitudes and preferences for four different kinds of counseling approaches, and to measure preferences for the sex of the counselor, previous studies in this area were consulted.

Holen (1974) in assessing preferences for three counseling approaches, used three audio tapes approximately 15 minutes in length to describe each approach. Subjects' preference was measured by a semantic differential scale ranging from 1 - very unappealing to 7 - very appealing. Fancher and Gutkin (1971) used four counseling approaches, and presented them to subjects in written statements. Preference was measured by asking the subjects to rank order (from 1 to 4) the counseling approaches.

For purpose of this study, the Fancher and Gutkin (1971) research was used as a model. It appears that the general public would be more likely to come into contact with a type of counseling approach, through the printed media, rather than the audio-visual media.

Several revisions of the Fancher and Gutkin (1971) study were made. It was felt that the previous study was rather lengthy, and difficult to comprehend by the general public. Therefore, each description of the counseling approaches was re-constructed using the original authors' works. Two of the counseling approaches were also deleted, while the trait-factor and behavioral counseling approaches were added.

In this study the questionnaire also included 6 problem areas, similar to those used by Koile and Bird (1956) and Mezzano (1971). In

both of these studies the questionnaire used, based its problem areas on the Mooney Problem Checklist Inventory.

The second part of the questionnaire in our study purported to measure the preference for the sex of the counselor. This part of the questionnaire was adapted from the study of Koile and Bird (1956).

(See Appendix A, for the Scale which were administered to all subjects.)

The Questionnaire

The nine page questionnaire included information on seven variables:

Independent Variables:

1. Age
2. Sex
3. Years of Education
4. Six problem areas (adapted from the Mooney Problem Checklist). They included: a) future-vocational; b) personal; c) academic; d) moral-religious; e) social-relations; and f) male-female relationship.
5. Four counseling approaches - trait-factor, psychoanalytic, client-centered, behavioral.

Dependent Variables:

6. The rank order preference for each counseling approach, when the subject imagines he has: a) a future-vocational concern; b) a personal concern; c) a social-relations concern; d) an academic concern; e) a moral-religious concern; and f) a male-female relationship concern.
7. The subject's sex preference (male, female or no preference) of the counselor, when he/she imagines they have a: a) future-

vocational concern; b) a personal concern; c) a social-relations concern; d) an academic concern; e) a moral-religious concern; and f) a male-female relationship concern.

(See Appendix C for description of questionnaire.)

Validity of Instrument

To establish the construct validity of the instrument used, three professors, and three Ph.D. graduate students, in the area of counseling psychology, read and approved the descriptions of each counseling approach, in terms of length and accuracy.

Ten first-year undergraduates in the Facultyof Education and ten university bookstore employees, reacted to the suitability of the questions, in terms of wording and content. Based on their reactions, changes in the length of the instrument were made.

Reliability of Instrument

In order to attempt to establish the reliability of the questionnaire, a pilot study was conducted in one department of the University of Alberta bookstore. The questionnaire was administered to ten employees, and re-administered one month later.

The Pearson product-moment correlation was used for computing the coefficient of correlation for test-retest on the rank-order scale. The correlation-coefficients for the employees on the instrument was .89 and was found to be significant at the .01 level of confidence. This indicated a certain level of consistency in the subjects' responses to both the description of the counseling approaches, and the rank-order scale.

Sample

The sample was intended to represent the university educated and middle class; approximating the population most likely to seek counseling

(Fancher and Gutkin, 1971).

One hundred subjects (50 male and 50 female) and (50 under 25 years of age, and 50 over 25 years of age), were selected non-randomly from the City of Edmonton, Alberta. Volunteers from the educational, accounting and medical professions along with workers in the retail book business, agreed to complete the Preference Questionnaire.

The actual number of respondents are listed in Appendix B.

Biographical Data

The study conducted by the author, included a section for the collection of data pertaining to the personal characteristics of the subjects, in order to determine their effect, if any, on the expressed preference as measured by the rank order scale.

Subjects were requested to respond to items which identified them in terms of sex, age, and education. However, the years of education of the subjects was omitted in our study by a significant number of respondents, and thereby could not be included in our analysis of the data.

Analysis of Data

The statistics in this study were computed from a set of ordinal scale values. Specifically, a four-way analysis of variance with repeated measures, was used to test for significance.

Gardner (1975) in reviewing the issue of the relationship between scales of measurement and appropriate statistics, concludes:

> "...in practice because of the robustness of parametric techniques, treating ordinal data as if they were interval would be unlikely to lead to improper conclusions (p. 51).

Gardner also cites several references (Heerman and Braskamp, 1970;

McNemar, 1969; Labovitz, 1967; Baker, Hardyck and Petrinovich, 1966; Gaito, 1959; Kempthorne, 1955) which indicate that the validity of statistical inference does not by necessity depend on the type of measuring scale used.

CHAPTER IV

RESULTS AND FINDINGS

In Chapter IV, the results and findings of the data concerning the expressed preference towards the four counseling approaches (Trait-Factor, Client-Centered, Behavioral, and Psychoanalytic), are presented, for each of the problem areas (Future-Vocational, Personal, Male-Female Relationships, Academic, Social-Relations, and Moral-Religious). Analysis of Biographical Data is also included, as it was thought they might influence preference (Rogers, 1957). The data are presented in mean rank scores.

The findings of the analysis of data concerning the expressed preference towards the sex of the counselor (male, female and no preference), for each of the six problem areas is also presented. The data are presented in percentages indicating expressed preference.

A summary of the Four-way analysis of variance undertaken to test the hypotheses has been presented in Table 1, page 18.

Hypothesis Tests

Hypothesis 1

There will be a significant difference between the ranks assigned to the four counseling approaches.

Hypothesis 1 was tested by means of an analysis of variance. As can be observed in Table 2, the Client-Centered approach was assigned the highest mean preference rank. The Trait-Factor, Behavioral and Psychoanalytic approaches followed in terms of mean rank order.

TABLE 1

ANALYSIS OF VARIANCE
SUMMARY TABLE

Between Subject Factors: A - Sex, B - Age

Within Subject Factors: C - Problem, D - Counselling Approaches

SOURCE	SS	MS	df	F	P
D	206.72	68.90	3	27.38	0.001
AD	15.75	5.25	3	2.09	0.102
BD	25.48	8.50	3	3.37	0.019
ABD	4.81	1.60	3	0.64	0.592
DS WITHIN	724.84	2.52	288		
CD	133.24	8.83	15	6.98	0.001
ACD	16.05	1.07	15	0.84	0.631
BCD	15.47	1.03	15	0.81	0.667
ABCD	26.31	1.75	15	1.38	0.149
CDS WITHIN	1831.33	1.27	1440		

* Factors A,B,C, (sex, age, problem) resulted in no main effect differences due to the use of a balanced ordinal scale.

TABLE 2

MEANS FOR THE CONCEPT RANK ORDER PREFERENCE TOWARDS THE FOUR COUNSELING APPROACHES

Number	Counseling Approaches	X
100	Trait-Factor	2.34
100	Behavioral	2.72
100	Psychoanalytic	2.82
100	Client-Centered	2.09

TABLE 3

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT COUNSELING APPROACH PREFERENCE

Source	SS	MS	df	F	P
Approaches	206.72	68.90	3	27.38	0.001**
Error	724.84	2.52	288		

* Significant 0.05

**Significant 0.01

TABLE 4

PROBABILITY MATRIX FOR THE NEWMAN-KEULS

COMPARISON OF MEANS TEST

	Client-Centered	Trait-Factor	Behavioral	Psychoanalytic
Client-Centered			*	*
Trait-Factor				
Behavioral				
Psychoanalytic				

*Significant 0.05

**Significant 0.01

The results in Table 3 indicate support for the hypothesis ($<.0001$).

The Newman-Keuls Test in Table 4 indicated that the client-centered approach, was preferred to the psychoanalytic and behavioral approaches. No significant difference in mean preference rank was shown, between the client-centered and trait-factor approaches, or between the psychoanalytic and behavioral approaches.

Hypothesis 2

There will be a significant difference in expressed preference towards the four counseling approaches, according to sex, as measured by mean rank scores.

Hypothesis 2 was tested by means of an analysis of variance. As can be observed in Table 6, the mean ranks did not differ significantly

according to sex.

TABLE 5

MEANS FOR THE CONCEPT OF RANK ORDER PREFERENCE ACCORDING TO SEX

Number	Counseling Approaches	Male	Female
100	Trait-Factor	2.39	2.31
100	Behavioral	2.72	2.73
100	Psychoanalytic	2.70	2.95
100	Client-Centered	2.19	2.00

TABLE 6

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE ACCORDING TO SEX

Source	SS	MS	df	F	P
Sex by Approach	15.75	5.25	3	2.09	0.10
Error	724.84	2.52	288		

Hypothesis 3

There will be a significant difference in expressed preference for

the four counseling approaches, according to age, as measured by the mean scores.

Hypothesis 3 was tested by means of an analysis of variance. Means of the two sexes are presented in Table 7.

TABLE 7

MEANS FOR THE CONCEPT OF RANK ORDER PREFERENCE ACCORDING TO AGE

Number	Counselling Approaches	under 25	over 25
100	Trait-Factor	2.24	2.45
100	Behavioral	2.80	2.65
100	Psychoanalytic	2.95	2.69
100	Client-Centered	2.00	2.19

As can be observed in Table 8 for the concept of mean preference rank, the analysis of variance indicated there was a significant difference between the under 25 group and the over 25 group ($< .05$). Specifically, the over 25 age group expressed a stronger preference for the phsycho-analytic approach than did the under 25 group.

TABLE 8

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE ACCORDING TO AGE

SOURCE	SS	MS	df	F	P
Age by Approach	25.48	8.49	3	3.37	.019*
Error	724.84	2.52	288		

* Significant 0.05
**Significant 0.01

Hypothesis 4

There will be a difference in expressed preference for the four counseling approaches, according to the problem presented, as measured by mean rank scores.

An analysis of variance was conducted as a test of differences between the means. The mean ranks are shown in Table 9 according to each problem.

As can be observed in Table 10, the analysis of variance indicated a significant difference in preference existed between the problems ($< .01$) as measured by mean scores on the Preference Scale.

A separate analysis of variance, was conducted to test the difference in mean rank preference for each of the six problems. The results are shown in Tables 11 through 28.

TABLE 9

MEANS FOR THE CONCEPT RANK ORDER PREFERENCE ACCORDING TO PROBLEM

FACTOR	T*	B*	P*	C*
Future-vocational	1.65	2.09	3.10	2.35
Personal	2.51	2.70	2.64	2.15
Male-female relationship	2.55	2.73	2.55	2.17
Academic	2.27	2.66	3.25	1.82
Social-relations	2.57	2.54	2.68	2.21
Moral-religious	2.54	2.84	2.74	1.88

*T - Trait-Factor; B - Behavioral; P - Psychoanalytic; C - Client-Centered

TABLE 10

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE ACCORDING TO PROBLEM

SOURCE	SS	MS	df	F	P
Problems by Approach	133.24	8.88	15	6.98	0.001**
Error	1831.33	1.27	1440		

*Significant 0.05
**Significant 0.01

Hypothesis 4A

There will be a significant difference in expressed preference towards the four counseling approaches, for the future-vocational problem.

Hypothesis 4A was tested by means of a two-way analysis of variance. In Table 11, it is shown that for the concept future-vocational problem, the means indicated the trait-factor counseling approach to be most preferred.

Table 12 indicates support for the hypothesis ($< .01$).

TABLE 11

MEANS FOR THE CONCEPT OF RANK ORDER
PREFERENCE FOR THE FUTURE-VOCATIONAL PROBLEM

Number	Counseling Approaches	X
100	Trait-Factor	1.65
100	Behavioral	2.90
100	Psychoanalytic	3.10
100	Client-Centered	2.35

TABLE 12

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR THE FUTURE-VOCATIONAL PROBLEM

SOURCE	SS	MS	df	F	P
Problem by Approaches	126.50	42.16	3	33.62	0.001**
Error	361.20	1.25	288		

*Significant 0.05
**Significant 0.01

In Table 13, the Newman-Keuls Test indicated a significant difference between mean preference rank assigned to trait-factor counseling, and the other counseling approaches.

TABLE 13

PROBABILITY MATRIX FOR THE NEWMAN-KEULS COMPARISON OF MEANS TEST

	Trait-Factor 1.65	Client-Centered 2.35	Behavioral 2.90	Psycho-analytic 3.10
Trait-Factor		*	*	*
Client-Centered			*	*
Behavioral				
Psychoanalytic				

*Significant 0.05

In general, trait-factor counseling was preferred for a future-vocational problem. Psychoanalytic and behavioral counseling were least preferred, and were not shown to be significantly different in terms of mean rank. Client-centered counseling was assigned a higher rank than psychoanalytic and behavioral counseling.

Hypothesis 4B

There will be a significant difference in expressed preference towards the four counseling approaches, for the personal problem, as measured by mean rank scores.

This hypothesis was tested by means of an analysis of variance. The results in Table 14 indicated that the client-centered approach was the preferred choice for the personal problem. As can be observed in Table 15, a significant difference between the mean rank was also shown ($<.05$).

TABLE 14

MEANS FOR THE CONCEPT OF RANK ORDER PREFERENCE FOR THE PERSONAL PROBLEM

Number	Counseling Approaches	X
100	Trait-Factor	2.51
100	Behavioral	2.70
100	Psychoanalytic	2.64
100	Client-Centered	2.15

TABLE 15

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR THE PERSONAL PROBLEM

SOURCE	SS	MS	df	F	P
Problem by Approaches	18.22	6.07	3	3.72	0.01**
Error	470.08	1.63	288		

*Significant 0.05
**Significant 0.01

TABLE 16

PROBABILITY MATRIX FOR THE 16 NEWMAN-KEULS COMPARISON OF MEANS TEST

	Client-Centered	Trait-Factor	Psycho-analytic	Behavioral
	2.15	2.51	2.64	2.70
Client-Centered		*	*	*
Trait-Factor				
Behavioral				
Psychoanalytic				

*Significant 0.05
**Significant 0.01

In Table 15, the Newman-Keuls Test indicated a significant difference existed between the mean preference expressed for the client-centered approach and the other approaches. In general the client-centered approach was preferred to the behavioral, trait-factor and psychoanalytic approaches, for the personal problem.

Hypothesis 4C

There will be a significant difference in expressed preference towards the four counseling approaches, for the male-female relationship problem as measured by the mean rank scores.

Hypothesis 4C was tested by means of an analysis of variance. As can be observed in Table 18, the analysis of variance indicated there was a significant difference between the mean ranks assigned to the counseling approaches, for the male-female relationship problem.

TABLE 17

MEANS OF THE SAMPLE FOR THE CONCEPT OF PREFERENCE RANK ORDER FOR THE MALE-FEMALE RELATIONSHIP PROBLEM

Number	Counseling Approaches	X
100	Trait-Factor	2.55
100	Behavioral	2.73
100	Psychoanalytic	2.55
100	Client-Centered	2.17

TABLE 18

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR THE MALE-FEMALE RELATIONSHIP PROBLEM

SOURCE	SS	MS	df	F	P
Problem by Approaches	16.68	5.56	3	3.44	0.01**
Error	464.96	1.61	288		

*Significant 0.05
**Significant 0.01

The Newman-Keuls Test in Table 19 did reveal a preferred counseling approach for the concept personal problem.

TABLE 19

PROBABILITY MATRIX FOR THE NEWMAN-KEULS COMPARISON OF MEANS TEST

	Client-Centered 2.17	Trait-Factor 2.55	Psycho-analytic 2.55	Behavioral 2.73
Client-Centered		*	*	*
Trait-Factor				
Psychoanalytic				
Behavioral				

*Significant 0.05
**Significant 0.01

The behavioral, trait-factor, and psychoanalytic were not significantly different in terms of mean rank preference. The client-centered approach however, was shown to be preferred to the other approaches for the concept male-female relationship problem.

Hypothesis 4D

There will be a significant difference in expressed preference towards the four counseling approaches, for the academic problems, as measured by mean rank scores.

Hypothesis 4D was tested by means of an analysis of variance, and was supported at the ($< .01$) level. In Table 20, it is shown that for the concept, academic problem, a clear preference pattern emerges. Client-centered was preferred to the other counseling approaches. The psychoanalytic approach was shown to be least preferred.

TABLE 20

MEANS OF THE SAMPLE FOR THE CONCEPT OF PREFERENCE

RANK ORDER FOR THE ACADEMIC PROBLEM

Number	Counseling Approaches	X
100	Trait-Factor	2.27
100	Behavioral	2.66
100	Psychoanalytic	3.25
100	Client-Centered	1.82

TABLE 21

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR THE ACADEMIC PROBLEM

SOURCE	SS	MS	df	F	P
Problem by Approaches	110.34	36.76	3	28.97	0.001
Error	365.60	1.27	288		

*Significant 0.05
**Significant 0.01

TABLE 22

PROBABILITY MATRIX FOR THE NEWMAN-KEULS COMPARISON OF MEANS TEST

	Client-Centered	Trait-Factor	Behavioral	Psycho-analytic
	1.82	2.27	2.66	3.25
Client-Centered		*	*	*
Trait-Factor			*	*
Behavioral				*
Psychoanalytic				

*Significant 0.05
**Significant 0.01

In Table 22, the Newman-Keuls Test indicated a significant difference between the mean preference rank assigned to the client-centered approach

and the other counseling approaches. The trait-factor approach was also shown to be significantly preferred to the behavioral and psychoanalytic approaches. In terms of mean rank preference for the concept of academic problem the following order was observed; for the four counseling approaches:

client-centered	-	most preferred
trait-factor		
behavioral		
psychoanalytic	-	least preferred

Hypothesis 4E

There will be a significant difference in expressed preference towards the four counseling approaches, for the social-relations problem, as measured by mean rank scores.

Hypothesis 4E was tested by means of an analysis of variance. As can be observed in Table 24, a significant difference in mean rank preference was not demonstrated, for the concept social-relations problem. In Table 23, no clear pattern of preference emerges.

TABLE 23

MEANS OF THE SAMPLE FOR THE CONCEPT OF PREFERENCE RANK ORDER FOR THE SOCIAL-RELATIONS PROBLEM

Number	Counseling Approaches	X
100	Trait-Factor	2.57
100	Behavioral	2.54
100	Psychoanalytic	2.68
100	Client-Centered	2.21

TABLE 24

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR THE SOCIAL-RELATIONS PROBLEM

SOURCE	SS	MS	df	F	P
Problem by Approaches	12.30	4.10	3	2.52	0.058
Error	467.36	1.62	288		

*Significant 0.05
**Significant 0.01

TABLE 25

PROBABILITY MATRIX FOR THE NEWMAN-KEULS COMPARISON OF MEANS TEST

	Client-Centered	Behavioral	Trait-Factor	Psycho-analytic
	2.21	2.54	2.57	2.68
Client-Centered				*
Behavioral				
Trait-Factor				
Psychoanalytic				

*Significant .05
**Significant .01

The Newman-Keuls Test in Table 25 did show a significant difference between the mean rank preference assigned to the client-centered and

psychoanalytic approaches. The client-centered approach was preferred to the psychoanalytic approach.

In general, no clear preference pattern was demonstrated for the concept, social-relations problem.

Hypothesis 4F

There will be a significant difference in expressed preference towards the four counseling approaches, for the moral-religious problem, as measured by mean rank scores.

TABLE 26

MEANS FOR THE CONCEPT OF RANK ORDER PREFERENCE FOR THE MORAL-RELIGIOUS PROBLEM

Number	Counseling Approaches	X
100	Trait-Factor	2.54
100	Behavioral	2.84
100	Psychoanalytic	2.74
100	Client-Centered	1.88

TABLE 27

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR THE MORAL-RELIGIOUS PROBLEM

SOURCE	SS	MS	df	F	P
Problem by Approaches	55.92	18.64	3	12.57	0.001**
Error	426.96	1.48	288		

*Significant 0.05
**Significant 0.01

In Table 28, the Newman-Keuls Test indicated a significant difference between the mean preference rank assigned to client-centered; and the other counseling approaches. No significant difference was shown between the ranks assigned to the trait-factor, psychoanalytic and behavioral approaches.

TABLE 28

PROBABILITY MATRIX FOR THE NEWMAN-KEULS COMPARISON OF MEANS TEST

	Client-Centered	Trait-Factor	Psycho-analytic	Behavioral
	1.88	2.54	2.74	2.84
Client-Centered		*	*	*
Trait-Factor				
Psychoanalytic				
Behavioral				

*Significant 0.05
**Significant 0.01

As indicated in Table 28, the client-centered approach was preferred to the other counseling approaches, for the concept moral-religious problem.

In summary, a significant difference in mean rank preference for the four counseling approaches was indicated for five of six problem areas:

1. future-vocational
2. personal
3. male-female relationship
4. academic
5. moral-religious

The most preferred counseling approach for each problem was shown as follows:

1. future-vocational problem: the Trait-Factor counseling approach.
2. personal problem: the Client-Centered counseling approach.
3. male-female relationship: the Client-Centered counseling approach.
4. academic problem: the Client-Centered counseling approach.
5. social-relations problem: none of the approaches was preferred to the others.
6. moral-religious problem: the Client-Centered counseling approach.

Hypothesis 5

There will be a significant difference in expressed preference towards psychoanalytic counseling, according to the problem presented, as measured by mean rank scores.

Hypothesis 5 was tested by a two-way analysis of variance. Table 28A shows the mean ranks assigned for each problem condition when subjects were asked to state their preference for the psychoanalytic approach.

As can be observed in Table 29, the results of the analysis of

variance indicated a significant difference ($p > .001$) between the mean ranks.

TABLE 28A

MEANS FOR THE CONCEPT RANK ORDER PREFERENCE FOR PSYCHOANALYTIC COUNSELING

FACTOR	X
Future-Vocational	3.10
Personal	2.64
Male-female relationship	2.55
Academic	3.25
Social-relations	2.68
Moral-religious	2.74

TABLE 29

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR PSYCHOANALYTIC COUNSELING

SOURCE	SS	MS	df	F	P
Psychoanalytic by Problems	39.43	7.888	5	7.44	0.00001**
Error	508.49	1.059	480		

*Significant 0.05
**Significant 0.01

The Newman-Keuls Test for comparison of means was conducted, and the results are shown in Table 30.

An examination of the scores indicate that the psychoanalytic counseling approach received a significantly higher mean rank for the Male-Female Relationship problem, than for the Future-Vocational problem. A significant difference in mean ranks was also shown to exist between the academic problem, and the personal social-relations and male-female problem.

A significant difference indicates that subjects had a higher or lower preference for the psychoanalytic approach with certain problems, than for other problems. Subjects when asked to express their preference for the psychoanalytic approach give it a higher mean rank when a male-female relationship and/or personal problem was presented, than when an academic and/or future-vocational problem was presented.

Hypothesis 6

There will be a difference in expressed preference towards client-centered counseling according to the problem presented, as measured by mean rank scores.

Hypothesis 6 was computed by means of a two-way analysis of variance. Table 31 shows the mean ranks assigned to each problem condition.

TABLE 30

PROBABILITY MATRIX FOR THE NEWMAN-KEULS COMPARISON OF MEANS

TEST FOR THE CONCEPT PSYCHOANALYTIC COUNSELING

	Problem	Male-Female	Personal	Social-Relations	Moral-Religious	Future-Vocational	Academic
Male-Female Relationship						*	*
Personal							*
Social-Relations							*
Moral-Religious							
Future-Vocational							
Academic							

*Significant 0.05
**Significant 0.01

TABLE 31

MEANS FOR THE CONCEPT RANK ORDER PREFERENCE FOR CLIENT-CENTERED COUNSELING

FACTOR	X
Future-vocational	2.35
Personal	2.15
Male-female relationship	2.17
Academic	1.82
Social-relations	2.21
Moral-religious	1.88

As can be observed in Table 31, the hypothesis was supported (<.001). This indicates that when subjects were asked to express their preference for the client-centered approach, they ranked it higher or lower, depending on the type of problem presented.

TABLE 32

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR CLIENT-CENTERED COUNSELING

SOURCE	SS	MS	df	F	P
Client-Centered by Problems	20.87	4.17	5	4.28	0.0008
Error	468.24	0.97	480		

*Significant 0.05
**Significant 0.01

The Newman-Keuls Test for Comparison of Means is shown in Table 33. The results indicate that a significant difference (<.05) between certain mean ranks exists.

Specifically subjects expressed a greater preference for the client-centered approach, when a moral-religious problem is presented, than when a future-vocational problem is presented to the counselor.

Hypothesis 7

There will be a significant difference in expressed preference towards behavioral counseling, according to the problem presented, as measured by mean rank scores.

Hypothesis 7 was tested by means of a two-way analysis of variance.

TABLE 33

PROBABILITY MATRIX FOR THE NEWMAN-KEULS COMPARISON OF MEANS

TEST FOR THE CONCEPT CLIENT CENTERED COUNSELING

Problem	Academic	Moral-Religious	Personal	Male-Female	Social-Relations	Future-Vocational
Academic						*
Moral-Religious						*
Personal						
Male-Female Relations						
Social-Relations						
Future-Vocational						

*Significant 0.05
**Significant 0.01

TABLE 34

MEANS FOR THE CONCEPT RANK ORDER PREFERENCE FOR BEHAVIORAL COUNSELING

FACTOR	X
Future-vocational	2.90
Personal	2.70
Male-female relationship	2.73
Academic	2.66
Social-relations	2.54
Moral-religious	2.84

In Table 35, the results of the two-way analysis of variance indicated that there was no significant difference between the mean ranks assigned to each problem. When subjects were asked to express their preference for the behavioral counseling approach, generally they did not assign significantly different mean ranks to each problem.

TABLE 35

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR BEHAVIORAL COUNSELING

SOURCE	SS	MS	df	F	P
Behavioral by Problems	8.28	1.65	5	1.95	.08
Error	408.35	0.85	480		

Hypothesis 8

There will be a significant difference in expressed preference towards Trait-Factor counseling, according to the problem presented, as measured by mean rank scores.

Hypothesis 8 was tested by means of a two-way analysis of variance. The results in Table 36 indicate support for the hypothesis (< .0001).

TABLE 36

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT RANK ORDER PREFERENCE FOR TRAIT-FACTOR COUNSELING

SOURCE	SS	MS	df	F	P
Trait-Factor	64.64	12.92	5	13.91	0.000001**
Error					

*Significant 0.05
**Significant 0.01

The results show that when clients are asked to express their preference for the trait-factor approach, they will assign different ranks to different problems. Specifically, the results in Table 37 indicate that subjects prefer the trait-factor approach more for the future-vocational problem, than for any of the other problems.

TABLE 37

PROBABILITY MATRIX FOR THE NEWMAN-KEULS COMPARISON OF MEANS TEST FOR THE CONCEPT TRAIT-FACTOR COUNSELING

Problem	Future-Vocational	Academic	Personal	Moral-Religious	Male-Female	Social-Relations
Future-Vocational		*	*	*	*	*
Academic						
Personal						
Moral-Religious						
Male-Female Relationship						
Social-Relations						

*Significant 0.05
**Significant 0.01

TABLE 38

MEANS FOR THE CONCEPT RANK ORDER PREFERENCE FOR THE TRAIT-FACTOR ANALYSIS

FACTOR	X
Future-vocational	1.65
Personal	2.51
Male-female relationship	2.55
Academic	2.27
Social-relations	2.57
Moral-religious	2.54

Hypothesis 9

There will be a significant difference in expressed preference towards psychoanalytic counseling, according to sex, as measured by mean rank scores.

As can be observed in Table 40, a two-way analysis of variance indicated there was a significant difference between males and females, in their expressed preference.

TABLE 39

MEANS FOR THE CONCEPT MEAN RANK PREFERENCE ACCORDING TO SEX

Number	Male $\bar{X}$	Female $\bar{X}$
100	2.96	2.70

TABLE 40

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT MEAN RANK PREFERENCE ACCORDING TO SEX

SOURCE	SS	MS	df	F	P
Sex	10.14	10.14	1	5.66	0.019**
Error	172.15	1.79	96		

*Significant 0.05
**Significant 0.01

The results show that generally females expressed a higher preference to the psychoanalytic approach than did males.

Hypothesis 10

There will be a significant difference in expressed preference towards psychoanalytic counseling, according to age, as measured by mean ranks scores.

TABLE 41

MEANS OF THE CONCEPT MEAN RANK PREFERENCE ACCORDING TO AGE

Number	$\bar{X}$ under 25	$\bar{X}$ over 25
100	2.70	2.95

As can be observed in Table 42, the analysis of variance indicated a significant difference between mean ranks for the two age levels ($< .05$), for the concept of psychoanalytic counseling.

TABLE 42

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CONCEPT MEAN RANK PREFERENCE ACCORDING TO AGE

SOURCE	SS	MS	df	F	P
Age by Approach	9.63	9.63	1	5.37	0.02*
Error	172.15	1.79	96		

*Significant 0.05

In general, the results indicated that subjects under 25 expressed a higher preference for the psychoanalytic counseling approach than did

subjects over the age of 25.

Analysis of Preference for the Sex of the Counselor

The second part of our questionnaire dealt with the subjects' expressed preference for a male or female counselor when given a choice.

The scale used to measure the preference was analyzed by means of a frequency count. That is, the percentage of respondents who circled the Male, Female and no preference categories was calculated for each of the six problem areas presented.

In the following discussion, the questions included in the questionnaire have been listed, along with the responses. The numbers are given in terms of respondents' percentages, for each category.

Imagine that you are in a setting that has two counselors. One is a woman, the other is a man. Both are alike in age and in the way they work with clients. You are to choose to see either one or the other, or state that you have no preference. Remember the only difference between them is that one is a man and the other is a woman.

Which one would you choose to talk about each of the following concerns? Circle the letter "W" if you would rather talk to a woman about certain concerns, circle the letter "M" if you would rather talk to a man about these concerns or circle the letters "NP" if it would make no difference.

1. Future-Vocational Concern: such as wanting advice on what to do after university, lacking experience for a job, doubting the wisdom of my vocational choice.

Man	28%
Woman	12%
No Preference	60%

2. Personal Concern: such as moodiness, having the "blues", too easily discouraged, stubbornness, lacking self-confidence, too nervous or high strung.

Man	14%
Woman	32%
No Preference	54%

3. Male-Female Relationship Concern: such as afraid of close contact with the opposite sex, not mixing well with the opposite sex, having to break up a love affair, wondering how far to go with the opposite sex.

Man	25%
Woman	49%
No Preference	26%

4. Academic Concern: such as grades unfair as measures of ability, professors lacking interest in students, too little freedom in classes, worrying about examinations.

Man	16%
Woman	6%
No Preference	78%

5. Social-Relations Concern: such as disliking certain persons, not having enough social life, feeling at ease with other people, worrying about how you impress people.

Man	9%
Woman	21%
No Preference	70%

6. Moral & Religious Concern: such as not getting satisfactory answers from religion, wondering if there is life after death, science conflicting with your religion, troubled by lack of religious faith in others.

Man	10%
Woman	6%
No Preference	84%

Comments: In general it appeared that subjects when given a choice to express their preference, for the sex of the counselor, stated that they did not have a preference. The one exception was the male-female relationship problem. A 1X3 Chi-Square performed on the ratings, yielded a significant result (.01). Specifically, the expressed preference was for a woman counselor.

a) Preference According to Sex of the Subject

1. Future-Vocational Concern: such as wanting advice on what to do after university, lacking experience for a job, doubting the wisdom of my vocational choice.

	Man	Woman
Males	21%	3%
Females	7%	8%

2. Personal Concern: such as moodiness, having the "blues", too easily discouraged, stubborness, lacking self-confidence, too nervous or high strung.

	Man	Woman
Males	10%	13%
Females	4%	21%

3. Male-Female Relationship Concern: such as afraid of close contact with the opposite sex, not mixing well with the opposite sex, having to break up a love affair, wondering how far to go with the opposite sex.

	Man	Woman
Males	17%	25%
Females	8%	24%

4. Academic Concern: such as grades unfair as measures of ability, professors lacking interest in students, too little freedom in classes, worrying about examinations.

	Man	Woman
Males	7%	3%
Females	9%	3%

5. Social-Relations Concern: such as disliking certain persons, not having enough social life, feeling at ease with other people, worrying about how you impress people.

	Man	Woman
Males	5%	8%
Females	4%	10%

6. Moral & Religious Concern: such as not getting satisfactory answers from religion, wondering if there is life after death, science conflicting with your religion, troubled by lack of religious faith in others.

	Man	Woman
Males	7%	4%
Females	3%	2%

Comments: In general the following observations were made regarding the sex preference of males and females, for each problem are presented.

1. Future-Vocational Problem: males expressed preferences for a man counselor more often and for a woman counselor less often than did females.
2. Personal Problem: females expressed a preference for a woman counselor more often, and for a man counselor less often than did males.
3. Male-Female Relationship Problem: both males and females expressed a preference for a woman counselor more often than for a male counselor.
4. Academic Problem: males and females expressed a preference for a man counselor more often than for a female counselor.
5. Social-Relations Problem: males and females expressed a preference for a woman counselor more often than for a man counselor.
6. Moral-Religious Problem: males and females did not differ a great deal in their expressed preference for the sex of the counselor.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS FOR FURTHER RESEARCH

The objective of this study was to examine what preferences potential clients have for each of the four counseling approaches presented (Trait-Factor, Client-Centered, Behavioral and Psychoanalytic) and whether such preferences varied with subject age, sex, and presenting problem.

An attempt was also made to discover whether potential clients have preferences regarding the sex of the counselor, and whether such preferences varied with subject age, sex, and presenting problem.

An instrument was developed, administered and analyzed to obtain the findings which are summarized.

Summary of Findings and Discussion

A. Preference for Counseling Approaches

1. General Trend

An overall examination of the data revealed that subjects do feel differently about each of the four counseling approaches specifically the client-centered approach emerged as the preferred choice for most of the problem areas presented. This appears to confirm to a degree, the results of Fancher and Gutkin (1971) study, but contradicts the findings of Holen and Kinsey (1975). The former discovered that the insight therapies (client-centered and psychoanalytic) were vastly preferred to the behavior therapies, while the latter found behavioral counseling to be the preferred choice. This difference may be a result of several factors. Contrary to Holen's research, our study did not use audio-tapes. Instead, written descriptions (similar to those used by Fancher and Gutkin,

1971) were provided to the subjects for each of the counseling approaches. In addition, the sample size in Holen and Kinsey's study was considerably smaller, and did not include subjects other than university students.

The research appears to suggest that expressed preference of subjects for various counseling approaches depends upon the method of presentation (audio versus written description) provided by the researcher.

As was mentioned previously, the research indicated a strong preference for the client-centered approach. In so doing, subjects appear to be expressing approval for the existence of the "core-conditions" exemplified in the client-centered approach. It appears that subjects do in fact prefer counselors who create conditions of understanding, non-possessive warmth and genuineness.

Although the client-centered approach was expressed as the preferred choice for personal, male-female relationship, academic and moral-religious problems, it was not the preferred choice for social-relations and future-vocational problems.

Thereby, our results also indicate that preference for an approach is a function of client-problem.

2. Preference Varying With Problem

Specifically, our results show that for a future-vocational problem, the trait-factor approach emerged as the most preferred choice. Furthermore, this counseling approach was preferred more for the future-vocational problem, than for any other problem.

It is interesting to note that the Trait-Factor approach was originally conceived as a vocational counseling approach, and considered most appropriate for the vocational development of students, by its founders.

Our data also indicate that subjects feel the psychoanalytic approach is more preferred for personal problems than academic or vocational

problems. This would appear to support the objective of the psychoanalytic approach which is designed primarily for the treatment of personality rather than situational conflicts.

When asked to specify their preference for the client-centered and behavioral counseling approaches, subjects did not rank these approaches significantly different, according to problem. As was mentioned previously, the client-centered approach received a fairly consistent high rank for most of the problems presented.

3. Preference Varying With Subject Age & Sex

Our results appear to suggest that preference for counseling approaches is a function of age, but not of sex. Specifically, the data suggest that younger (under 25 years old) and older (over 25 years old) subjects differ significantly in their expressed preference for counseling approaches.

The sex of the subject did not appear to affect their expressed preference. These findings should be examined cautiously, however since we do find a significant difference in preference for the psychoanalytic approach. Upon examining the mean ranks assigned to the psychoanalytic approach, we find significant differences according to subject sex and age. Specifically, our results indicate that younger (under 25) subjects expressed a higher preference for the psychoanalytic approach than did the older (over 25) subjects. In addition, females gave a higher preference to this approach than did males.

B. Preference For The Sex of the Counselor

1. General Trend

The findings that both males and females generally do not have a preference regarding the sex of the counselor are not unexpected.

Fuller's (1964) research indicated that the majority of subjects in his study did not express a preference for the sex of the counselor, regardless of problem area presented.

A majority of the subjects (74%) in our study, however, did express a preference for the sex of the counselor, when a male-female relationship problem was presented. Specifically, males and females preferred women more than men counselors, for this particular problem area.

For the other five problem areas (personal, future-vocational, moral-religious, academic and social-relations), the majority of the subjects (54%-84%) indicated that they did not have a preference for the sex of the counselor.

2. Preference Varying With Sex and Age

Of those subjects expressing a preference for each problem area, the preference for the sex of the counselor did appear to vary with sex but not with age. Specifically for the:

1) future-vocational problem: males expressed preferences for a male counselor more often, and for a female counselor less often than did females.

2) personal problem: females expressed preferences for a female counselor more often, and for a male counselor less often, than did males.

3) male-female relationship problem: males and females expressed preferences for a female counselor more often than for a male counselor.

4) academic problem: males and females expressed preferences for a male counselor more often than for a female counselor.

5) social-relations problem: females expressed preference for

female counselors more often, and for male counselors less often, than did males.

6) moral-religious problem: males and females did not differ considerably in their expressed preference for a male or female counselor.

These findings however, have limited value in terms of generalization. This is primarily due to the fact that the majority of subjects indicated that they do not have a preference for the sex of the counselor. In addition, our results appear to suggest that psychologists have perhaps placed too great an emphasis upon the stimulus value of male and female counselors.

Conclusions and Implications

1. If potential clients are expressing preferences for counseling approaches according to the problem presented, counselors may do well to reflect this diversity in their dealings with clients.
2. In view of the strong acceptance expressed for the client-centered approach, it may be useful for counselors to provide the "core-conditions" (non-possessive warmth, genuiness, and understanding) in the counseling interview, regardless of their theoretical orientation.
3. The present findings appear to suggest that the question of what type of counseling, for what kind of client, with what type of problem, is important for counseling psychologists.
4. Females more readily accepted a woman counselor for male-female relationship problems. What implications does this have for the male counselor who will be counseling females?
5. In counselor education programs, counselor trainers can apply the

results of our study. Specifically, trainers might emphasize the importance of providing the behaviors accepted by our subjects, and inherent in the client-centered approach, to prospective clients.

6. For moral-religious problems, subjects expressed an over-whelming acceptance for the client-centered approach. What implications does this have for pastors, priests, and others in the religious ministry?
7. For future-vocational problems, subjects expressed an over-whelming acceptance for the Trait-Factor approach. What implications does this have for counselors employed in university and high school settings?

Recommendations for Future Research

Some recommendations arising from this study are suggested below.

1. The conclusions of our research were based on data obtained from students and non-students from a non-randomized sample. A similar study selecting a sample via randomization would appear to be less prone to systematic biases.
2. The expressed preferences of our subjects may have been influenced by other client variables. An investigation including client personality variables, would provide additional information for purposes of client and counselor matching.
3. A sample of the sort used in our study has limited applicability in that the subjects were <u>potential</u> clients. An investigation involving <u>actual</u> clients, may shed more light on questions relating to the client preference variable.
4. Our inquiry was conducted by providing subjects with written descriptions of each counseling approach. It is difficult to ascertain whether a written description is strongly related to the actual

approach itself. It would appear worthwhile to also conduct an inquiry whereby each counseling approach was demonstrated by actual clients and counselors, and where actual clients made a selection; and then to compare the two methods of presentation in terms of client preference.

5. The majority of the subjects in our study consistently indicated that they did not have a preference for the sex of the counselor. Psychologists may therefore benefit from a re-examination of their attitudes towards the stimulus - value of male and female counselors, in view of the findings provided by this and other similar studies.
6. Continued investigations addressing themselves to the question "How important is receiving a preferred counseling approach towards producing a positive outcome?" may provide significant additional information to the study of client preferences.
7. Our study examined potential client preferences for counseling approaches used by the counselor, and for the sex of the counselor. Clients may however, have preferences regarding other counselor characteristics (experience, professional status, education, behavior, etc.) which may be investigated in relation to counseling process and outcome.

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APPENDICES

APPENDIX A

APPENDIX A

FIGURE 1

SUMMARY OF THE MEANS OF THE FOUR STUDY GROUPS FOR THE CONCEPT RANK ORDER PREFERENCE FOR FOUR COUNSELING APPROACHES

CONCEPT	FACTOR	MALE	FEMALE	OVER 25	UNDER 25
Fut.-Voc.	Trait-Fac.	1.58	1.72	1.76	1.54
	Behavioral	3.00	2.80	2.72	3.08
	Psychoanal.	2.96	3.24	3.08	3.12
	Client-Cen.	2.46	2.24	2.44	2.26
Personal	Trait-Fac.	2.60	2.42	2.66	2.36
	Behavioral	2.70	2.70	2.64	2.76
	Psychoanal.	2.46	2.82	2.48	2.80
	Client-Cen.	2.24	2.06	2.22	2.08
M-F Relat.	Trait-Fac.	2.62	2.48	2.66	2.44
	Behavioral	2.70	2.76	2.82	2.64
	Psychoanal.	2.36	2.74	2.38	2.72
	Client-Cen.	2.32	2.02	2.14	2.20
Academic	Trait-Fac.	2.50	2.64	2.74	2.40
	Behavioral	2.46	2.62	2.44	2.64
	Psychoanal.	2.82	2.54	2.44	2.92
	Client-Cen.	2.22	2.20	2.38	2.04
Social-Rel.	Trait-Fac.	2.34	2.20	2.33	2.16
	Behavioral	2.62	2.70	2.66	2.66
	Psychoanal.	3.10	3.40	3.04	3.46
	Client-Cen.	1.94	1.70	1.93	1.72
Moral-Relig.	Trait-Fac.	2.68	2.40	2.54	2.54
	Behavioral	2.86	2.82	2.66	3.02
	Psychoanal.	2.50	2.98	2.76	2.72
	Client-Cen.	1.96	1.80	2.40	1.72

APPENDIX B

APPENDIX B

Table 44

Distribution of Sample

Sample by Group	N
Students	25
Bookstore Employees	20
Teachers	27
Janitors	4
Administrators	4
Secretaries	5
Nurses	5
Accountants	10
Total	100

APPENDIX C

APPENDIX C

Please read the following descriptions of four different counselling approaches carefully. When you are finished, you will be asked to make some judgements as to which approach you might prefer.

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

CLIENT-CENTERED COUNSELING

Assumption

This approach stresses the client's ability to: understand the factors in his life that cause him unhappiness and pain; and to change himself in such a way as to overcome those factors. Secondly, the counselor believes that the client will understand and act, if the counselor can develop an accepting and understanding relationship with the client.

Goals

A major goal of this approach is to enable a person to change his view of himself in such a way that he will be more open to new experiences and events. It is the job of the counselor to create an atmosphere of safety which helps the client to discover the difference between the way the client sees himself, and his actual experience of how he is. The client and the counselor work together towards closing this gap.

Nature of Problem

Client-centered counselors believe that people experience difficulty when their own values and attitudes don't come naturally from their own experience; but rather are forced upon them by others. When a person's thoughts and feelings are not in line with their actions, the person experiences stress. It is the job of the counselor to help the client understand their feelings and thoughts, and thus help to resolve this stress.

Counseling Technique

The client-centered counselor believes that change comes about when three important conditions or attitudes are expressed by the counselor. The client is helped in personal growth when: the counselor acts genuinely and without a front, openly expressing his immediate feelings and attitudes; the counselor is experiencing a warm, positive and accepting attitude towards the client. The third essential condition of change is that the counselor understands and emphasizes how the client feels without analyzing or judging. He experiences how the client sees and feels while still keeping his own perspective.

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EDMONTON 7, CANADA

PSYCHOANALYTIC COUNSELING

Assumption

This approach emphasizes that people are caught in a conflict between what they want to do and what they think society would allow them to do. It also emphasizes that childhood experiences are important in determining how people resolve this basic conflict.

Goals

The most important goal of this counseling is to make the client as fully informed of the early beginnings of his feelings and actions. Furthermore, the counselor hopes that understanding of the nature of the client's conflicts will help him to find new and better ways of dealing with them.

Nature of the Problem

The counselor believes that the main cause of the client's problem is due to "repression". Repression is a method the client uses to avoid facing the innermost feelings and thoughts which are too painful or disagreeable to bear. It is a kind of self-censorship that takes place in the mind of the client. By means of it, the client is able to hide from himself the deep wishes and desires which are not socially acceptable. The counselor sees this process of deceiving the self and of hiding the original thought and feeling as the source of the client's difficulty.

Counseling Technique

The counselor explores the basic mental life of the client. He does this by turning a spotlight on his unconscious, a part of his mind of which he know little. He tries to interpret the clients dreams and thoughts. The counselor analyses the client's current problems and shows how they are simply repeats, in another form of problems and situations in his far away past.

The process is intensive, and usually takes a very long time. With the help of the counselor, the client searches for the beginnings of his thoughts, feelings and actions. When his search is finished, he may then come to understand what really makes him tick. He learns to "know" himself.

A successful counseling experience helps the client to lead a fuller life by freeing him of the effects of the problems he had imposed on himself in the past.

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THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

BEHAVIORAL COUNSELING

Assumption

This approach emphasizes that most of the things that people do (their behavior) has been learned and therefore can be changed through a process of re-learning. New approaches to living can also be learned with the help of a counselor.

Goals

The behavioral counselors most important goal is to find the solution of whatever problems the client brings to him. The counselor does not work towards a changing of the client's personality or attitude. Instead, he is mainly interested in helping the client make the particular change in behavior the client wants.

Nature of the Problem

The behavioral counselor believes that people do what they are taught to do, whether by other people or by their surroundings. Individuals experience difficulty as a result of not having been provided with the right kinds of payofs for their actions (eg. - rewards or punishments). Therefore, if the payofs for their behavior are changed, then what people do will also change. It is the job of the behavioral counselor to help the client change his surroundings so as to bring about a change in the way he behaves.

Counseling Technique

There are many different techniques the counselor can use to help change his client's behavior. He might use a behavior contract, in which an agreement is made between the counselor and client which specifies what each person will do for a stated period of time. The counselor may also use the role-playing technique. Here, the client practices ways of conducting himself in a situation where he won't be ridiculed or punished in any way. Often, clients will also be put into situations where they can learn from watching the behavior of other people. By working on specific skills, the clients can gradually build up a number of skills that enables them to be happier and better adjusted individuals.

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EDMONTON 7, CANADA

TRAIT-FACTOR COUNSELING

Assumption

This approach view people as systems of characteristics, such as abilities, interests, attitudes and temperment. It also emphasizes that the way for people to develop their potential is through an understanding and knowledge of themselves. In order to develop thus understanding, they need other people.

Goals

The major goal of the trait-factor counselor is to help the client think about and answer the following questions about himself: How did I get this way? What factor caused this behavior? What will probably be the future developments if this present situation continues? What alternative actions could I take and how could I take them?

Nature of the Problem

The counselor believes that people can overcome many of their problems by using their own personal resourses effectively to establish who they are. In other words, problems arise for the most part because of a persons lack of understanding and knowledge of themselves. The client is not fully aware of his strengths and weaknesses, and therefore the counselor collects information through the use of tests to add to the client's knowledge of himself.

Counseling Technique

The counselor takes an active part in the counseling process. He is involved in collecting information from a wide variety of resources (eg. - such as interest and/or personality tests). The counselor then tries to summarize the information to find what the persons' strengths and weaknesses are. Finally, the counselor attempts to draw some conclusions about what causes the problem, and what the characteristics of the problems are. This information gathering and evaluation by the counselor is done to help the person in his understanding of himself. Because the counselor has certain skills, his major role is that of a teacher. He teaches the person to learn about himself and his surroundings. The client's task is to learn how to understand himself and to use this understanding and learning sensibly to achieve a productive life.

Sex: _____ Age: _____ Education: 77

DIRECTIONS

Many people see counselors when they feel a need to go to someone for help with a problem. Counselors need to know what kind of counseling people find most helpful. I need your help in finding out what approach counselors can use which you personally find most appealing.

You are going to examine four different approaches that a counselor might use in dealing with certain problems. I want you to try and imagine that you have a problem and now will have to choose one of the following four counseling approaches.

Following each problem statement are several approaches counselors may use. Your task is to rank order the approaches following each problem, in terms of how well you like them.

The ranking are as follows:

1 = most appealing or preferred approach.
2 = 2nd most appealing or preferred.
3 = 3rd most appealing or preferred.
4 = least appealing or least preferred.

We would like you to give a rank of 1 to 4 to <u>each</u> approach, in terms of how much it appeals to you compared to the other approaches. Please indicate the rankings by placing the letter that comes before the approach on the line next to the rank number. Example:

Rank Order

1) b
2) c
3) a
4) d

indicates that <u>b</u> is the best choice, <u>c</u> is second, <u>a</u> is third and <u>d</u> is fourth or least best.

IMPORTANT TO REMEMBER

1. Each of the counseling approaches is currently popular and considered legitimate by its practitioners and followers.

2. There are no "right" or "wrong" answers. We are interested in your preference for each approach.

3. Please fill in your sex, age and highest educational level achieved at the top of this page.

4. Remember, rank each approach in terms of how much it appeals to you.

5. Please rank all of the approaches in each of the problem areas.

1. Imagine that you have a future-vocational concern such as wanting advice on what to do after university, lacking experience for a job, doubting the wisdom of my vocational choice.

   In terms of counseling preference, how would you rank the following approaches:

		Rank Order
Vocational Concern	(a) Client-Centered	1. _____
	(b) Psychoanalytic	2. _____
	(c) Behavioral	3. _____
	(d) Trait/Factor	4. _____

2. Imagine that you have a personal concern such as moodiness, having the "blues", too easily discouraged, stubborness, lacking self-confidence, too nervous, or high strung.

   In terms of counseling preference, how would you rate the following approaches:

Personal Concern	(a) Trait/Factor	1. _____
	(b) Psychoanalytic	2. _____
	(c) Behavioral	3. _____
	(d) Client-Certered	4. _____

3. Imagine that you have a male-female relationship concern such as afraid of close contact with the opposite sex, not mixing well with the opposite sex, having to break up a love affair, wondering how far to go with the opposite sex, caring for more than one person.

   In terms of counseling preference, how would you rate the following approaches:

Male-Female Relationship Concern	(a) Behavioral	1. _____
	(b) Psychoanalytic	2. _____
	(c) Client Centered	3. _____
	(d) Trait/Factor	4. _____

4. Imagine that you have an academic concern such as grades unfair as measure of ability, professors lacking interest in students, too little freedom in classes, worrying about examinations.

   In terms of counseling preference, how would you rate the following approaches:

Academic Concern	(a) Psychoanalytic	1. _____
	(b) Behavioral	2. _____
	(c) Trait/Factor	3. _____
	(d) Client Centered	4. _____

5. Imagine that you have a social-relation concern such as disliking certain persons, not having enough social life, feeling ill at ease with other people, worrying how you impress people.

   In terms of counseling preference, how would you rate the following approaches:

Social-Relations Concern	(a)	Client-Centered	1. _____
	(b)	Behavioral	2. _____
	(c)	Psychoanalytic	3. _____
	(d)	Trait/Factor	4. _____

6. Imagine that you have a moral-religious concern such as not getting satisfactory answers from religion, wondering if there is life after death, troubled by lack of religious faith in others.

   In terms of counseling preference, how would you rate the following approaches:

Moral-Religious Concern	(a)	Trait/Factor	1. _____
	(b)	Client-Centered	2. _____
	(c)	Behavioral	3. _____
	(d)	Psychoanalytic	4. _____

DIRECTIONS

Please fill in the following 2 questions:

1. **Age:** _____

2. **Sex:** _____

Imagine that you are in a setting that has two counselors. One is a woman, the other is a man. Both are alike in age and in the way they work with clients. You are to choose to see either one or the other, or state that you have no preference. Remember, the only difference between them is that one is a man and the other is a woman.

Which one would you choose to talk to about each of the following concerns? Circle the letter "W" if you would rather talk to a woman about these concerns, circle the letter "M" if you would rather talk to a man about these concerns or circle the letters "NP" if it would make no difference.

1. Future-Vocational Concern: such as wanting advice on what to do after university, lacking experience for a job, doubting the wisdom of my vocational choice.

   M W NP

2. Personal Concern: such as moodiness, having the "blues", too easily discouraged, stubborness, lacking self-confidence, too nervous or high strung.

   W NP M

3. Male-Female Relationship Concern: such as afraid of close contact with the opposite sex, not mixing well with the opposite sex, having to break up a love affair, wondering how far to go with the opposite sex.

   NP M W

4. Academic Concern: such as grades unfair as measures of ability, professors lacking interest in students, too little freedom in classes, worrying about examinations.

   M NP W

5. Social-Relations Concern: such as disliking certain persons, not having enough social life, feeling at ease with other people, worrying about how you impress people.

   W M NP

6. Moral & Religious Concern: such as not getting satisfactory answers from religion, wondering if there is life after death, troubled by lack of religious faith in others.

   NP W M